THESIS

THE HISTORY OF EDUCATION IN THE PROVINCE OF PRINCE EDWARD ISLAND

August - 1948

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SCHOOL OF EDUCATION

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THE HISTORY OF EDUCATION IN THE PROVINCE OF PRINCE EDWARD ISLAND

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(B.S., Rhode Island State College, - 1940)

In Partial Fulfillment of Requirements for the

Degree of Master of Education

1948

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CHAPTER 1

WHY STUDY PRINCE EDWARD ISLAND?

The purpose of this thesis is to record and analize the development of education in the Province of Prince Edward Island. To accomplish this purpose, it has been necessary to trace the growth of the modern system from the very beginning of the Island's history. Inquiries were directed towards; the extent of education, physical facilities, support of the schools, the teachers, teacher training, the curriculum, and the administration of schools during the various periods of education in the province. Successful interpretation of the results of these inquiries demanded that there first be a thorough understanding of the political and social history of the peoples of Prince Edward Island.

Historians have emphasized the fact that much impetus was given to the beginning of education in the Massachusetts Colony by that colony's need for clergymen. The problem at hand is to discover whether or not similar conditions existed among the first settlers in Prince Edward Island. Were they, perhaps, a group of gentlemen adventurers? Were they, too, a group of religious escapists? Or were they simply poor tradespeople seeking a better means of subsistence? Were the means of advancing education available? Did they, as did the people of Massachusetts, feel a real need for advanced education?

In answer to these questions we shall find that the province was unlike any of our early American colonies and that, although slower than many of his sister provinces, was typical in growth of Canada itself. Like Canada, the principal industry is farming. It, too, suffered from absentee ownership of land. The Island's problems have been the traditional problems of Canada. Prince Edward Island has been called by, at least one prominent educator,[1] the province most typical of Canada as a whole. If this is true, then a study of the growth of education in this province, will be a study, in the miniature of Canada itself. The parallel is not ideally close, but it is sufficiently close to enable one to gain an insight into the problems they had and have to contend with in helping education progress in this land of our northern border.

Research in the field of the historical development of education in the province of Prince Edward Island has been very meager. What treatises there are upon the subject exist as parts and sub-parts of larger topics. Usually these topics are the political and social history of the Island. Alexander MacKay, in his excellent "History of Education in Nova Scotia and Prince Edward Island"[2] comes the closest of giving a complete resume upon this subject. His account gives an excellent analysis of the Public Schools Act of 1877. Well done, too, is

1. Lattimer, Dr. J.E., An Economic Survey of Prince Edward Island, Department of Reconstruction, Charlottetown, 1945

2. MacKay, Alexander, "History of Education in Nova Scotia and Prince Edward Island", Canada and Its Provinces, Vol.XIV, Edinburgh Edition, Toronto, 1914

his summation of the variation in curriculum and his review of the early superintendents. Crosskill[1], Campbell[2], and Warburton[3], give very good chronologies of educational events. The account, however, which most clearly reveals the spirit and temper of the people towards education is that contained in the pages of the "Parliamentary Reporter"[4]. From this semi-official document may be gleaned accounts of the arguments for and against such much-debated subjects as; the support of public schools, public supplement to parochial schools, and length of teacher training courses. Malcom MacQueen in his "Skye Pioneers and the Island"[5] lists the pedagogical successes of one district school over a period of three generations. Without doubt, this list could be duplicated or surpassed by many other district schools. This fact alone makes this study a worth-while one.

1. Crosskill, W.H., Prince Edward Island, Garden Province of Canada, Provincial Government, Charlottetown, 1899.

2. Campbell, Duncan, A History of Prince Edward Island, Brewer Brotners, Charlottetown, 1875.

3. Warburton, A.B., A History of Prince Edward Island, Barnes and Company. Ltd., St. John, 1923

4. Parliamentary Reporter for 1869, Charlottetown, 1869.

5. MacQueen, Malcom, Skye Pioneers and the Island, Stovel Company, Ltd., Winnipeg, 1929.

CHAPTER II

PRINCE EDWARD ISLAND UNDER FRENCH RULE

There has been some dispute among Canadian historians as to whom the honor of being called the "Discoveror of Prince Edward Island" should go. Claims have been advanced for the Cabots, for Cartier, for Verrazano, and for Gomez. Cartier seems to be the most logical claimant and his is generally accepted as the first white man to sight the shores of Prince Edward Island. From his account, the great explorer's ship dropped anchor off the northern shores of the Island on June 28, 1534. The next day he went ashore and made notes on the soil, vegetation, animals, and water. The following day he sailed along the coast and continued on his way up the St. Lawrence. Cartier did not know it was an island. He described it in very favorable terms and warmly praised the waters as fisheries. Mention of the land as an island was first made by Champlain in 1603. Despite Cartier's warm description, there were no settlers on the Isle of St. Jean, as Champlain called it, in 1603. The French were apparently more interested in fish than in the settlement of the new territories. Several grants to entreprenuers were made prior to 1700, but the only settlements were temporary ones by the members of the Brittany fishing fleets.

The Treaty of Utrecht in 1713 ceded Acadia to the British and thereby, the Isle of St. Jean gained its first tillers-

of-the-soil. They were Acadians and their stay was short; no longer than two years. In 1719, however, the French finally made a real effort and settled some two hundred families on the Island. The principal settlements were at St. Peter's and Port La Joie. In 1721, a church was erected at the latter spot. This was the beginning of the recorded history of the Island, for a record was kept at the Church of all births, marriages and deaths. Despite many hardships the settlement survived and the census of 1728 listed 315 inhabitants. In 1733, the eastern end of the Island was a scene of a vigorous settlement by De Roma. The Island seemed to be well on its way towards settlement. Roads had been cut, permanent buildings erected, farms were flourishing despite the deprivations by mice, and trading was well established.

The strong growth was dealt a staggering blow in 1745, however, when Yankee raiders destroyed Three Rivers and captured Port La Joie. After 1749, when the Island was again restored to the French, vigorous efforts were made to increase its inhabitants. By 1758, when Louisberg fell once more to the English, the Island's population was about 4500 souls. In this year the Island was captured by Lord Rollo. His orders were to deport every settler on the Island. The execution of these orders ended the French reign. Only a handful of French settlers on the western end of Isle St. Jean remained.

Life in the settlements seemed from French accounts to have consisted of hard work and little else. Fishing, farming

lumbering, road-building and trading kept the settlers occupied. Such amusements as there were had to be strictly of the home visiting variety. Children there were in plenty, but no schools existed. The men were of the laboring class; mechanics and farmers. Such as they were given no schooling in France and with the tremendous amount of work available in the colony, no time existed for such a luxury as going-to-school. What efforts there were education wise would have to come from the priests. Only they and the company clerks could write. Priests were few and the areas they covered in the performance of their duties were tremendous. It is reasonable to suppose that they could do and did do little. The French had no formal system of education during their years of occupation.

CHAPTER III

THE ENGLISH OCCUPATION FROM 1763-1825

The Treaty of Paris in 1763 ceded the Isle of St. Jean to Great Britain. It was immediately annexed to Nova Scotia and a long and spirited struggle began for possession of territory on the Island. Among those petitioning for land was the Earl of Egmont who wanted no less than the entire Island. He proposed to settle the land under a fuedal system in which he would be the chief lord of the Island. His petition was refused, but it evidently stimulated the Privy Council, for they ordered the land surveyed and divided into townships. The townships, seventy in number, were granted by lottery among the most worthy of the petitioners. This was in 1768. The following year, upon the suggestion of Lt. Gov. Franchlin of Nova Scotia and with the concurrence of the proprietors, the Island again became a separate colony. With the arrival of its first governor in 1770, the colony, now seven years in the possession of the English, was ready to function.

Very early in its existence, the new government began to feel the effects of the proprietorship system. One of the responsibilities of the proprietors was the payment of quit rents meant to support the government. Only a few of the proprietors met their obligation. This resulted in financial embarassment for the government. Salaries could not be paid; supplies could not be bought. Only by the use of funds designated for other purposes and by the sale of lands in escheat

was the government able to survive. Very few of the proprietors were resident upon the Island and, consequently, the settlers lacked leadership in the protection of their interest. Carving farms out of the wilderness meant hard work for the whole family. The tenants were hard put to adequately feed themselves let alone pay rental fees. In addition, the majority of the settlers in the first fifteen years were Acadians and Scotch Highlanders who were ineligible for religious reasons, to take part in the government. Schools, public building, and roads were neglected projects from lack of leadership, lack of time, and lack of authority upon the part of those who were most in need of them.

Under such conditions it is understandable that the minds of the citizens should be concerned with problems more immediate than education. Certainly in the rural districts where there was a plentitude of work for the smallest boy, little time could be given to education. Lack of numbers and the distance between farms helped to act as barriers, too. But what of the towns? Surely in any town there are children whose hands are idle and who could well attend school! Before 1800, only Charlottetown could answer this description. Charlottetown had been amply encouraged in the original grant. The grant reserved thirty acres in each township for a schoolmaster; that is, if one hundred acres were provided for church and glebe[1]. On the other hand, among Lieutenant Governor Patterson's

1.MacKay, Alexander,-"History of Education in Nova Scotia and Prince Edward Island, "Canada and Its Provinces, Vol. XIV Edinburgh Edition, Toronto, 1914, -Page 537

instructions when he received his commission, it stated that no schoolmaster coming from England, was to be permitted to teach without a licence from the Bishop of London[1].

Lt. Gov. Patterson, as is known, had a difficult time making financial ends meet. It is not surprising to us, therefore, that when Bishop Inglis arrived in Charlottetown in May, 1789 that he found "There is not church nor schoolhouse on the whole Island".[2] He urged the Lt. Gov. to do all in his power to remedy this. Governor Lanning promised to heed the Bishop's request.

No more was mentioned of education in the official papers of Prince Edward Island until the year 1806, when Lt. Governor Des Barres recommended the endowing of a public school with a moderate-salaried teacher[3]. Such establishments, he pointed out existed in all the other colonies. The recommendation remained unheeded.

Again in 1817, Lt. Gov. Smith recommended that the question of education be taken up. It was, and a measure promoting it and encouraging schools throughout the Island was adopted.

Finally, in 1820, when the legislature again convened, a resolution was passed providing for a National School in

1. Campbell, Duncan,-A History of Prince Edward Island, Brewer Brother, Charlottetown, 1875.--Page 21

2. Warburton, A.B., A History of Prince Edward Island, Barnes and Company, Ltd. St. John, 1923.--Page 151

3. Ibid--Page 175.

Charlottetown. This was the first publickly supported school in Prince Edward Island. Little seems to be know of it, however. Judging from what was taught in Belfast[1] and from the reports of John MacNeill[2], almost two decades later, the course probably included arithmetic, grammar, reading, writing and spelling.

More material is available about the Act of 1825 which gave encouragement to education in a practical way for the entire Island. The government agreed to pay for a period of four years one-sixth of the salary of each district school teacher and to pay annually fifty pounds to each of the three counties for masters of grammar schools.

The mention of grammar schools means that private schools must have been in operation prior to this act. Indeed such was the case. Malcom MadQueen, writing about the Belfast district alleges that the first school was in Pinette and was conducted by Don Nicholson who arrived in 1805[1]. In other districts, schools were held in private homes. The extent to which this was done in purely conjectural since no count of pupils or schools was kept. It is likely that the clergy were the leaders in these enterprises since mention is made of several of them as "teacher and preacher". Rev. John Scott, the Rev. Bernard MacEarchen, The Rev. James Waddell, and the Rev. Loyd were a few.

1. MacQueen, Malcom,-Skye Pioneers and the Island, Stovel Company, Ltd., Winnipeg, 1929--Page 33-41

2. School Visitors' Reports 1868-9, Provincial Government, Charlottetown, 1869.--Page 9

CHAPTER IV

THE PERIOD OF PARTIAL SUPPORT, 1826-1852

Interest in education noticeable quickened after 1825. This seems to be not only the result of encouragement by the government, but also the result of more prosperous times for the people. Settlers continued to arrive and fight to carve farms out of the woodlands, but there was beginning to grow up a group which had carved out its farms, a group which could spare their young for schooling. As yet no formal system existed, still the need was becoming more and more apparent. Higher education, too, began to interest some of the people. Cultural pursuits appeared in Charlottetown in the form of dramatics and a public library.

In 1826, Bishop Mac Eachern of the Roman Catholic Church purchased a farm in St. Andrews which he proceeded to turn into a seminary. It was incorporated as St. Andrew's College in 1833.

In 1829, an act was passed recommending the founding of "Central Academy" under a patron and nine trustees. The Lieutent-Governor promptly appointed a committee to float a loan for this purpose. It was to have two masters who were to be paid 150 pounds per year. No religious test for admittance was to be permitted. The School was not opened until 1836 when the Rev. Charles Loyd and Mr. Alexander Brown became the first masters.

In 1830 the School Act of 1825 was reenacted. The first board of education was set up at this time and a candidate for teacher in the grade schools was required to submit to an examination in reading English, writing, practical arithmetic, and the elements of grammar. Grammar school teacher had to pass examinations in Latin and Greek classics, English grammar, reading, writing, arithmetic, practical mathematics and geography. By 1831 there were grammar schools in Charlottetown, Prince Town and Georgetown. The Charlottetown master received a salary of 100 pounds and the two country gentlemen received the sum of 50 pounds each. The Board of Education, which certified the masters, consisted of the Lieutenant-Governor and five trustees. The latter were appointed by the Lieutenant-Governor and his council. Evidently education was becoming a routine of everyday life on the Island.

In 1837, an act of the legislature provided for the first School Visitor. He was John MacNeill. His duties were to act as a supervisor of all schools on the Island. His first report gives the first clear picture of conditions. He reported 51 schools and 1533 pupils. Poverty, he tells us, was very general and education was considered secondary to subsistence. Salaries not only were small, but very uncertain. Many teachers were failures in life. There was little to attract good men. Board and room was received, by passing from house to house. The teachers were not held in esteem by their pupils.[1]

1. School Visitors' Reports 1838-9, Provincial Government, Charlottetown, 1869--Page 11

MacNeill worked hard to better the position of the teachers and subsequent acts by the legislature aided him in part. Teaching became better, but the remuneration remained uncertain for some decades yet. His reports show that:

YEAR	POPULATION	NO. OF SCHOOLS	PUPILS	AVERAGE ATTEN.
1840	32,293	74	2176	29.4
1847	47.034	121	4356	36

Among the acts concerning education in this period was one, passed in 1845, allowing apprentices to be bound out at the age of twelve, provided, their masters saw to it that they were instructed in reading, writing and arithmetic.

In 1847, Mr. MacNeill resigned and in his place were appointed three men, one for each county. The loss of John MacNeill was a sore one to the Island. His educational ideas were sound and progressive. He worked long and hard but received little encouragement from the disinterested politicians. Conditions of the country, too, hampered his work. The territory he covered was large. The people varied in desire for education and, consequently, in cooperation.

Paying for the schools had been no less a problem than paying the teacher. The money had been raised by taxing real estate in each local district. The taxation had been in the hands of local assessors and valuations within districts had varied. Valuations in neighboring towns were far from comparable. Collections were haphazard. Needless to say the schools were operated as cheaply as possible. Books,

usually purchased by the pupils, were used for decades. The question of equalized assessment and collection of taxes was the subject of much debate. Finally in 1849, the local boards were given the right to give public notice and bring court action for failure to pay school taxes.

In 1852, Governor Bannerman observed with regret the educational deficiency which still existed[1]. His observation brought results for the legislature passed the Free Education Act of 1852. Included in it was provision for increasing the tax on land to pay for the cost of education.

The period between 1825-1852 was certainly one in which education grew on Prince Edward Island. Unfortunately its growth was not as quick as it should have been. The need for even school age children as farm laborers was apparent. The population more than doubled in this period. Indeed the number of schools more than doubled, yet only ten per-cent of the population went to school. Books were few and well used. Teachers were poorly paid and, hence, were poor teachers. There was but one real secondary school in Charlottetown for a population of more than 50,000 people. There was no college. St. Dunstan's was not in existence and St. Andrew's had closed. Definitely, however, progress had been made and if there was still much to be done, there was a growing interest and concern about this condition that augured well for the future.

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1. Parliamentary Reporter for 1869, Charlottetown, 1870.-Page 12

CHAPTER V

FREE SCHOOLS

The period of Free schools began with the Act of 1852. The schools insofar as the pupils were concerned were always free. That is, they paid no tuition. The only charges had been for fuel, for books, and for materials. The schools under the act differed from those previous to 1852 in the manner of support. The salaries of the teachers were to be paid from the provincial treasury. This relieved the local districts of their most difficult problem. Teachers were assured of their minimum salary of 45 pounds and 50 pounds. The act also put teeth in the tax collection by making all who failed to pay liable to court action. The tax rate at this time was 4S 1/2 pence per 100 acres. In 1861, the assessment was changed to include owners of reserved land at one penny per acre; owners of stores and houses with 10 acres or less land 5 shillings per house; workshops 2 shillings 6 pence; and others 4 shillings 2 pence per 100 acres. There were to be five assessors per town appointed by the Governor and Council. The funds were to be applied to general education through the Island treasury. At the time education took one-third of the Islands' revenue. The board was permitted to pay five pounds to aid in the building of a new school.

The teacher's association, which Mr. MacNeill had been instrumental in forming in 1858, evidently was gaining political

strength for teacher salaries underwent several changes in this period. Under the act of 1852, teacher's salaries were fixed at 45 pounds and 50 pounds per year if examined. Unexamined teachers were paid 35 pounds and 40 pounds per year. In 1854, the wages were increased to 50 pounds and 55 pounds. Again in 1861, salaries went up again to 55 pounds and 60 pounds. But 1863, gave a setback when the legislature passed an act compelling the local school district to pay 15 pounds of the teacher's salary. The sad part was that the teacher had to collect from the local district before he could be paid by the government. The 15 pounds was to be raised by assessment or suscription. The latter restriction was removed in 1867 when the government was again required to pay the full amount. Payment was to be made quarterly. Permission was granted to each town to pay supplementary salaries in order to attract the best teacher possible.

Salaries to the teachers were not the only expenses the provincial government faced. Three School Visitor's at 150 pounds each were on the provincial payroll. Teachers at the Normal School and at the Prince Wales College were paid by the province. The government also maintained an orphan school for children five to twelve years of age. Two sectarian schools, St. Ann's and the Bog School, received yearly grants of 20 pounds. Repairs to grammar schools were partially paid by the government(Georgetown received 50 pounds in 1868). The Indians on Lennox Island were granted 75 pounds yearly for their school beginning in 1868.

Several private schools were maintained throughout the Island. Their main support were tuition payments. The Roman Catholics maintained Notre Dame, St. Anne's and St. Joseph's in this manner. St. Dunstan's which opened its door in 1856 was under the aegis of the Roman Catholic Church. The Anglican Church supported St. Mary's in Summerside. The Catholics petitioned the legislature for aid in the support of their schools in 1868, but it was not granted. Private schools during the 1860's gave instruction to over 1400 pupils or almost one-half of all the scholars.

The quality of the schools of this period was much better than in the previous thirty years. This was only natural, of course, since more money, thought and time was constantly being applied to education. There remained, however, a wide difference between schools in the districts. The difference was due to a number of factors, but principally to the amount of interest taken in the school by the parents. If the parents took a real interest in the school it became a center for district parties, it was well kept, a good supplement was paid, a good teacher secured. Children attended regularly, and the district obtained a good school. Indifferent interest usually meant an indifferent school. Frequently the school varied over the years. Interested parents lost interest in the school after their children had grown up and moved away.

The local school boards, too, were highly important. Known as trustees, they were three in a number and were charged

with hiring the best available teacher, with seeing that the school building was properly maintained, and with encouraging education within the district. If the trustees were able men they picked the best teacher, not the most available one. They kept the building in good repair inside and out and threw their weight behind the teacher to help him keep good discipline. They attended conferences and encouraged school displays. Usually they were busy men who could give but little time to their duties and left the running of the school to the teacher.

The teacher was the key man in the school. The better ones went to those districts which paid the better salary. The more well-to-do communities, of course, having the better teachers. The average P.E.I. teacher was, after 1860, a Normal School graduate with three years experience.[1] Upon him delved many duties besides the teaching of the pupils. Frequently he had to see that the building was in good repair; he had to see that there was sufficient fuel for heating; he organized meetings of the parents; he was a social lion; and always he had to be a scholar. A second class teacher had to be able to teach bookkeeping, English grammar, arithmetic and geography. His classes, usually in one room, ranged from grades one to eight. A first class teacher had to be able to teach all that a second class could plus algebra, geometry, trignometry, surveying, navigation and geography. Every morning he read the Bible. If he taught Latin or Greek, he was paid two pounds per year for each pupil in

1. The Normal School course was of five months duration.

the subject. Every teacher kept a journal of the school. He received two vacations a year--May 15th to June 1st and Oct. 1st to the 15th, and he didnot have to work Saturdays. Best of all teachers were exempt from militia duty and tax labor. He could not be a tavern keeper nor a merchant. He was hired annually and had to certify his appointment within twenty days with the Provincial Board of Education. Failure on his part to observe any of the regulations meant that he wouldnot get paid. He abhored absences for if his attendance fell below 18 a day, his pay was cut proportionally and could only be made up by levy, assessment, or suscription on the parents of non-attending children. The districts were supposed to be arranged so that there were at least 40 children in the district that were between five and fifteen years of age.. Acadian teachers received 35 pounds yearly. First class English teachers received 60 pounds and second class 55 pounds. Later a teacher who could speak French was given and additional 5 pounds. Salaries were paid quarterly. After 1861, any teacher applying for a license had to produce a certificate of five months service at the Normal School. All had to submit to an examination before the Board of Education.

The School Visitor was an important person in the school system. In 1852, there were three, one for each county. In 1853, the system returned to one School Visitor. This evidently proved unsatisfactory, however, for in 1855, four School Visitors were named; one for each county and one for the French

schools. Their pay was 150 pounds. In 1861, their salary was increased to 200 pounds, but they were not allowed to hold any other job. Their report,one for each county, listed the number of schools, pupils, attendance, grades, teachers, and trustees. They gave figures on schools lacking books, blackboards, desks, and other needed, physical facilities. They gave summaries of the faults, successes, and failures. Each school in the county was listed and remarks concerning the level of the pupils, the order, the teacher's diligence and ability and the condition of the buildings. The Visitors were actually supervisors and their job, as exemplified by John MacNeill, was to aid the young teachers, visit every school, make suggestions, hold conferences and in every way possible aid the teachers collectively and individually. The men chosen were not always as capable and as diligent as Mr. MacNeill had been. They owed their jobs to political favor and consequently, often used their position to recruit votes. At times they were harshly criticized in the Assembly. They were accused of not visiting many of the schools and of not reporting many of the conditions that they should have. Their reports were the subject of much debate and criticism. Their power over the teacher consisted in ordering him to be re-examined by the Board if they felt that the teacher was not capable.

Since 1850. the Board of Education had consisted of the Lt.-Governor and five trustees. Their work was light until after the passage of the Education Act of 1852; then the ex-

amination of candidates and other work became increasingly heavy, In 1861 the Board was increased to nine persons, seven of them to be permanent members and all to receive a salary of 9 pounds. This was again amended in 1868 so that the Board was increased to eleven members, The Secretary's salary was increased to 75 pounds;also, two members were to be examiners and were to be paid 20 pounds for their services. All other salaries remained at 9 pounds.

Although the majority of the pupils were satisfied with their district schools, a small group bent on more education pointed a need for institutions of higher education. Grammar schools existed in Georgetown, Belfast, and Summerside. Charlottetown had had its Central Academy since 1836. In 1855 the legislature passed an act establishing a Normal School in Charlottetown. Its fine work was soon recognized by requiring all applicants for teacher's licenses to spend five months in service at the Normal Shcool regardless of other qualifications. In 1861, a grammar school was opened in the Normal School. By 1863, it had two masters at 200 pounds and 100 pounds each. In 1868 some complaints were given in the legislature that the Normal School was not giving "good service" and that it was a "hardship" for a man to spend five months learning how to teach. Beyond removing the five months requirement on persons otherwise qualified to teach, the Normal School continued as it was for the rest of this period.

Prince of Wales College was established in 1860. Its

opening saw the end of the old Central Academy that had existed since 1836. The college was to have two chairs;one as Professor of Greek, Latin, French, German, mathematics and philosophy; the other as Professor of metaphysics, logic, English, political economy and history. Their salary was to be 300 pounds annually. Clergymen were ineligible to hold either chair. Tuition was fixed by the ten trustees; Charlottetown residents were to pay only one-half the tuition. There were to be six scholarships available at 20 pounds each. In 1864 the grammar school was moved to Prince of Wales. In 1862, Alex Anderson of Aberdeen was appointed second professor and in 1868 he became the principal professor. Under guidance the new school prospered and became a credit to the Island in every way.

St. Dunstan's University was opened in 1855. Actually it was the reopening of St. Andrew's which had been closed in 1840. Primarily meant as a seminary it also gave education to Catholic youth of the Island who were not destined for the priesthood. It did an excellent job; so good, that it eventually opened its doors to youths of other denominations. The Catholic Church supported three other institutions in Charlottetown. The Convent School of Notre Dame had an enrollment of more than 100 girls in 1865. St. Anne's and St. Joseph's totaled 370 students all boys.

Considerable progress was made in this period towards a real worthwhile school system. The Act of 1852 giving, as it

did, impetus towards the centralization of the school system came at a time when the Island was receiving its greatest influx of immigrants. It enabled the system to care for the greatly increased number of pupils without any upsetting of administration. The following table shows the tremendous growth:

DATE	SCHOOLS	PUPILS
1833	74	2,176
1851	135	5,366
1878	465	19,240

The administration was expanded to include a school board of eleven members, three school visitors, and a central treasury. Three schools of college level were established, the Normal School, Prince of Wales, and St. Dunstan's. Teacher levels had gone up as a result of the work of the Normal School and better pay. Most district schools were one-room, eight-grade, rural ones. Typically they were of whitewashed shingles, one story affairs with a pot-bellied stove for warmth. Attached to the entrance was , usually, a covered porch that served as a combination coat and wood room. The boards of trustees were required to keep them in good shape by making any necessary repairs. They also were charged with assessing and collecting the taxes needed to defray expenses. They also set the teacher's pay and hired the teacher. Maps, globes, and almanacs were provided by the government, but pupils bought their own books, pencils and paper. The Irish National Schoolbooks were the most widely used.

CHAPTER VI

THE CURRENT SYSTEM

The passing of the School Act of 1877 marked the end of the growing period for the schools of the Island. The pressing need for a change in school districts, for a change in assessment methods, for the encouragement of the payment of supplements, and for a more flexible control of the entire educational policy made its enactment a necessity. Under this act, control was centralized in the Provincial Board of Education which consisted of the Lieutenant-Governor and Council, the Superintendent of Education and the Presidents of Prince of Wales and the Normal School. The Superintendent was the principal administrator subject to the direction of the Board.

The province was divided into three districts for inspectorial purposes, one for each county. A fourth inspectorate covered the French and bilingual schools.

A school district was to comprise a whole city or town and a rural district of at least forty children provided the area was less than four square miles. The age limit was five to fifteen years and attendance was made compulsory.

The school year had two terms; one ending June 30th and the other December 31st. A vacation of three weeks in May and three weeks in October was ordained. Charlottetown and Summerside arranged their own terms. School for the deaf and the blind was in Halifax, Nova Scotia.

The Chief Superintendent had general supervision and direction of the inspectors(formerly called Visitors) and schools. The Board made the general regulations, set the boundaries and determined appeals.

The chief change under the new school act was in the manner of raising revenue. Heretofore assessment had been locally made. Now it was to be provincial-wide. The basis of valuation was even. From the real estate and poll taxes the district obtained the revenue where-with to support its school and pay its supplement. The provincial government aided the district by paying the statutory salary to the teacher and a supplement amount equal to the district's supplement.

Two other important changes occurred under this act. The Department of Education was established with a permanent administrative officer. This gave the educational policy some chance of being consistent and permanent. The other change was the adding of a third class to the teacher classifications.

Under the new act the schools continued to grow in number, but not for long. The Island reached its greatest number of inhabitants in the 1892. The peak enrolment of school children was 23,045 and came in 1889. At this time there were more than 530 schools in the province and 518 teachers. After this year the number of school children declined while the number of teachers increased. As a result the number of good teachers in the schools increased. Out of that grew a practice that is still common. When the county grammar schools were

set up it was expected that those bent upon education beyond grade eight would attend them. The difficulty of traveling to school and home again, plus the need for young hands to do some of the chores around the farm made the county grammar school impractical. Many of the teachers were qualified to teach grades nine and ten. It became common practise for the teachers to teach ten grades rather than eight, if there were pupils who wanted to go that high.

Among the institutions of higher learning few changes occurred after 1877. In 1879, the Provincial Normal School and Prince of Wales College amalgamated and the latter opened its doors to ladies. St.Dunstan's continued to thrive and now receives students from other provinces and from beyond Canada granting to them degrees in arts and in science.

Other mileposts were the proclaiming of Arbor Day for the schools in 1885, the founding of the Provincial Teacher's Association which was incorporated in 1896, and finally in 1899, a new Prince of Wales College was built.

At the turn of the century in 1899, there were 468 schools and 21,550 pupils taught by 582 teachers. Among the teachers were 101 first class, 324 second class, and 157 third class. The cost of education was $157,067.86. Only 60% of the enrolled pupils attended. The average teacher's salary was $440 for a first class, male teacher, $332 for a first class, female teacher, $254 for a second class, male teacher, $221 for a second class female teacher, $197 and $150 the third class teachers.

The beginning of this century saw many people emigrating from the Island. In the main these were young men and women for whom there was little employment opportunity on the Island. The drop in population was immediately felt in the schools. By 1905 the school population had fallen off by 2500 pupils. Many schools were closed and in others the numbers fell quite low. The province was in the unhappy position of having too many school buildings. Dr. James W. Robertson, who had been successful in operating cooperatives in the dairy industry, felt that the principle could be applied to the district schools. He succeeded in interesting Sir William MacDonald in his theory and they built the MacDonald Consolidated School in 1905. It combined six school districts and could seat 200 pupils. Dr. Robertson believed that courses in house-hold science, manual training and elementary agriculture should be taught in all schools. In keeping with this, the Consolidated School offered these in its curriculum. The school was successful, but when turned back to the authorities of the six districts, the cost of operation proved too great and the school was abandoned in 1912. The result was that the idea of consolidation was definitely proved beneficial. The cost seems to have stuck in the minds of the people so well, that it was many decades before consolidation was tried again. While the school was in operation a commission was appointed to study education on the Island. It advocated consolidation and the rearrangement of districts. Consolidation it

was argued would offer a wider curriculum. The following table shows the narrowness of the 1911 curriculum. The subject, and the percentage of Island schools it is taught in, is shown:

SUBJECT	PERCENT	SUBJECT	PERCENT
Arithmetic	90%	Music	25%
Writing on Paper	90%	French	15%
Orthography	80%	Botany	9%
Composition	60%	Latin	9%
Grammar	60%	Algebra	6%
Georgaphy	60%	Geometry	6%
Scientific Temperance	35%	Agriculture	6%
History	33%	Phys. Culture	6%
Primer and Book I	30%	Manual Training	1%
Book II, III and IV	30%	Nature Study	9%
Drawing	25%	Domestic Science	1%
		Bookkeeping	1%

From 1910 on, few changes occurred in the education system. The number of pupils remained near the 18,000 mark. Steadily rising, however, was the percentage of attendance; from 64% in 1910, to 74% in 1945. The number of teachers increased approximately 100 in this period. The cost of education rose from $125,923 in 1879 to $688,746 in 1945. During World War II, in an effort to economize, the Department of Education was combined with the Department of Public Works and remained that way, in part, for several years after the war.

During the late 1920's the increasing number of failures

among applicants for Prince of Wales College, the importunities of teachers for better salaries, and complaints about text books led to the appointment of a three man commission to study education in the Province.

They found many interesting facts about the schools, but the one that stands out is, that of the 458 schools then in existence, over 100 had less than twelve pupils. They also made the interesting observation that the smallest school is not always the most efficient, in fact they felt that "Education in a school of fair size is always better than in a school of one-half dozen scholars."[2] They cited lack of competition as their reason for this observation. They found also that consolidation had been tried and found worthwhile in several areas. None of the conveyed students had to travel more than four miles. The failure of pupils being examined for Prince of Wales was due, they felt, to the system of having one teacher, usually a young and inexperienced one, try to teach a group of twenty or more pupils in a variety of subjects in ten different grades. Text books, they found, not often changed. Teachers, they found, were grossly underpaid both in respect to industry and to teacher in other provinces. The average salary was $543 in 1929. They recommended an immediate average increase of more than $100 and a salary schedule with yearly increments.

1. Report of Royal Commission on Education in the Province of Prince Edward Island, Charlettetown, 1930- Page 10
2. Ibid--Page 17

Most of their recommendations came to naught in the thirties, but after World War II were adopted almost in toto.

Since 1945, Education has been a separate department of the government and is headed by the Minister of Education. He is an elected official, a member of the legislature, who has been given the portfolio of Education. He and his Council of Education set the educational policy of the province. The Minister is Chairman of the Council which consists of the Director of Education; the Secretary of Education; the Principal of Prince of Wales College; the Rector of St. Dunstan's University; and a representative of; the Prince Edward Island Federation of Agriculture, the Provincial Command of Canadian Legion; the Prince Edward Island Teacher's Federation; and three representatives of the Central Women's Institute. Other organizations may be represented if recognized by the Provincial Government.

The Director of Education is the top permanent member of the system and in his hands rests the supervision and direction of the system. He is assisted by the Chief Supervisor of Schools, the Supervisor of Correspondence Instruction and Attendance, the Superintendent of Libraries and Director of Adult Education, and the Director of Physical Fitness.

The Secretary of Education handles the accounting and the Manager of School Supply is the purchasing officer.

The Schools are managed by the local boards of education. They evaluate property, engage the teacher, and keep the

school in good repair. The boards consist of three men, one retiring every year. Districts have again fallen as they did prior to 1877, into the evils of local assessment and collection of taxes of school funds. Courses in all schools are the same. The pupil may go as far as grade X. A few schools go to grade XII. Higher education may be obtained at Prince of Wales College and Provincial Normal School which offer courses as high as the sophomore level of university work. The Normal School course is for one year. Graduates receive a certificate to teach in the public schools.

Private schools include not only St. Dunstan's University, but also two convent schools, an academy, two orphanage schools, and a kindergarten.

Attendance is compulsory for children between seven and fifteen. About 85 percent of the schools are rural, one-room affairs. Courses necessarily are restricted. The use of regional libraries, films, and correspondence instruction has helped to relieve the narrowness. No technical schools are maintained. Vocational education is enjoying some success under the auspices of the Dominion Government.

Students from Island schools have won many honors elsewhere. MacKay tell us that they have a fine record of achievement in other provinces and in the United States[1]. MadQueen tells us that in one family in a rural district, seven out of

1. MacKay, Alexander, "History of Education in Nova Scotia and Prince Edward Island," Canada and Its Provinces, Vol. XIV Edinburgh Edition, Toronto, 1914--Page 534

children are college graduates.[2] This record can be accounted for only by the earnestness of the students themselves and a setting that was ideal for scholarship. No radios, no movies, few papers and an atmosphere of interest in scholastics favored study. There is no evidence of that the school system itself offered anything but earnest teachers--facilites were poor, texts were old.

2. MacQueen--Skye Pioneers and the Island, Stovel Company, Ltd. Winnipeg, 1929,--Page 110

CHAPTER VII

SUMMARY

The History of Education in the Province of Prince Edward Island is the story of the evolution of schools despite man and nature. Nature imposed barriers of pestilence, storms, and distance. Man handicapped himself with civil strife, absentee ownership and intolerance. The need for schools overcame all obstacles until today Prince Edward Island has a system that is adequate and progressive. Anyone, with the required ability may go through the first ten grades without cost. Only a small sum is needed to advance to the second-year, university level. All of this in publickly supported schools.

The Island was first settled by the French in 1719, but it was 101 years later in 1820 that the British opened the first public school at Charlottetown. In 1825, the legislature enacted a law that was the basis of the school system for twenty-seven years or until 1852. It provided that the Provincial Government pay one-sixth of the salary of every district schoolteacher and 50 pounds sterling per year to each of the three counties for the masters of the grammar schools. Encouraging education as it did, it also gave rise to what has been and is the major problem of education in Prince Edward Island. Namely-how and by whom should the schools be supported. In 1826, they tried local taxation of real estate, levy and suscription. Taxation came to be the accepted method.

Collection of taxes proved difficult. There was no penalty for failure to pay. Assessments were unequal and caused many quarrels. The teachers and pupils suffered from these conditions. Teaching was looked down upon and attracted people of mean character, many of them went unpaid as a result of the failure to collect taxes.

In 1852, an act authorizing the provincial treasury to pay all of the teacher's salary was passed. The district was required to maintain the physical plant. They could, if they so desired, pay an additional sum to the teacher. This latter, known as a supplement, was used to attract the best teachers available. It gave the more well-to-do districts a decided advantage. Also included was a provision for penalties to delinquent taxpayers. The act materially bettered conditions. Schools increased and improved. The evils of local assessment remained, however. For a quarter of a century this act governed the school system and despite many amendments it remained substantially the same. The Provincial Normal School and the Prince of Wales College were founded in this period. The level of teaching was raised by the success of the Normal School and the activities of the School Visitors (Supervisors). The Board of Education was composed of the Lieutenant-Governor and five members in 1852. All were political career men and none were career educators. As a result the system lacked a permanent policy. Some effort to correct this was made in 1861 and 1865, but the permanent members added, lacked the prestige and the

and the force necessary to materially change the policies of the Board.

In an effort to give permanency to educational plans and to try to equalize assessments for taxation an act was passed in 1877. It provided for a Superintendent of Education, who with the President of Prince of Wales College and the President of the Provincial Normal School, was to be a permant member of the Board of Education. He became the chief administrator of the school system. The entire province was assessed by provincial men in order to make taxation as equitable as possible. Under this act the Island enjoyed its golden period of education. The population reached its peak in this period and, of course, the number of schools and pupils did likewise. This was the period before radios and fast transportation. Study to the young people, who were 85 per-cent rural, was more of a recreation than a chore in those days. Many students made fine records and brought the Island reknown throughout Canada for its pedagogical successes. At the turn of the century noticeable drops in population began to be observed every year. The losses were fairly evenly distributed and resulted in increasing difficulty in the support of district schools. School population fell as much as 66 per-cent in some districts. Some schools were abandoned. In other districts consolidation was tried and proved successful. In the main, the problem still remains today. In 1910, a commission was appointed to study the problem. It recommended consolidation and redistricting, but its recommendations were never acted upon. After the

first World War a demand for better pay by the teachers, widespread dissatisfaction with Prince of Wales Entrance Examinations, and complaints about text-book changes brought forth another commission to study education in Prince Edward Island. They, too, recommended consolidation, provincial assessment and collection of taxes, and increased salary levels. In addition, they recommended a seperate department of education with a Minister of Education. Not until after the Second World War were their recommendations adopted.

In 1945, a seperate Department of Education was set up headed by a politically appointed Minister of Education. The Deputy Minister of Education is the top permanent member of the department. Both are members of the Board of Education. Today the system offers such modern devices as rolling regional libraries, audio-visual aids, and correspondence courses. There are still many major problems to be overcome. Some means must be found to offer a wider curriculum to students. Since 85 percent of the schools are one-room affairs with several grades per building. It is obviously impossible to do this unless regional schools are set up. The Department of Education mentions this in their annual report of 1945 as a long-term objective[1]. A technical school is needed. Teachers' salaries are very low and cannot attract the type of person needed as a teacher. Physical

1. Annual Report of the Dept. of Education, Charlottetown, 1945.

The system has many pleasing features. Any pupil, with the ability necessary, may go as high as the sophomore university level. Without leaving the Island, the pupil may obtain a degree in arts or sciences from St. Dunstan's University. Regional libraries offer an opportunity for reference work that is unknown in many rural schools. Private schools offer opportunities for training in commercial subjects. The Dominion Government has opened facilities for Vocational Training for veterans. A number of scholarships and medals are offered to stimulate scholarship in all grades all over the Island.

The system despite its many handicaps as to facilities is a progressive one with objectives that promise better conditions in the immediate future.

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